



Using Work-Based Learning Data to Build Strong Programs

Objectives

- Understand why your WBL data is important
- Unpack your WBL district data profiles
- Consider prompting questions you use to help you plan for continuous improvement of WBL programs
- Introduce WBL Student Placement Portal – Phase I rollout and Phase II vision
- Q&A

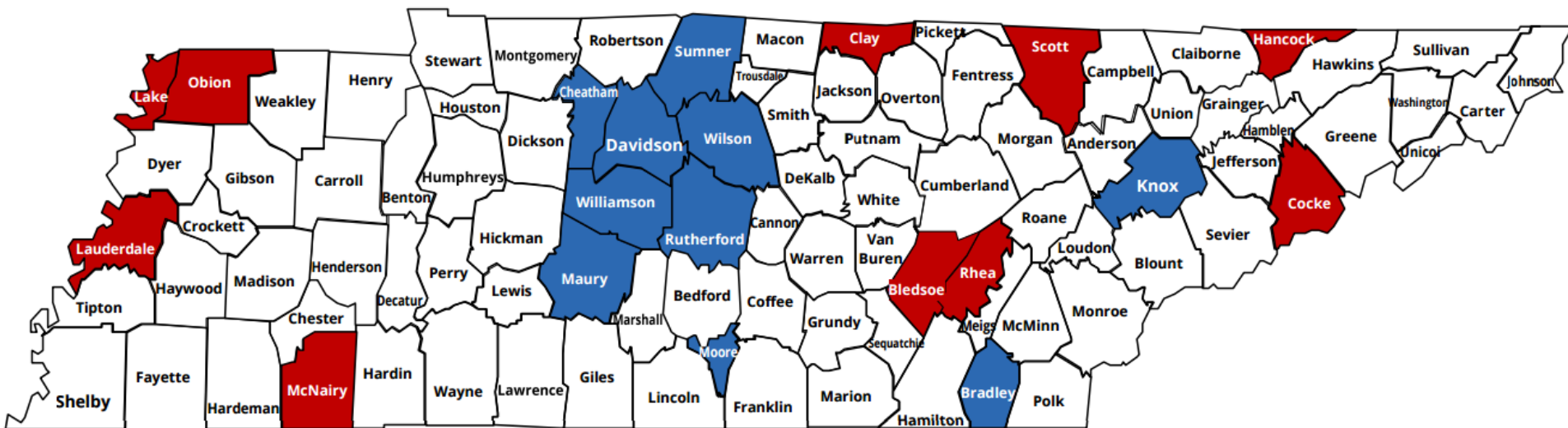
The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin blue horizontal bar.

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**Why is it important to
consider your WBL data?**

The labor market is highly competitive

- Unemployment between 3.5% and 4.2% (blue)
- Unemployment between 7.4% and 10.2% (red)
- Statewide average is 4.9%



https://www.tn.gov/assets/entities/labor/attachments/Labor_Force_Estimates,_Dec_2016.pdf

Teen unemployment remains high

Monthly unemployment rate among teenagers in the United States from January 2016 to January 2017 (seasonally adjusted)



**January 2017:
Teen Unemployment is 15%**

Source:
Bureau of Labor Statistics
© Statista 2017


Additional Information:
United States; Bureau of Labor Statistics; January 2016 to January 2017; 16-19 years

Why does this matter?

“Reduced **work experience** as a high school student, especially for those not enrolling in four-year colleges upon graduation, is often associated with lower **employment** rates and **earnings** in later years.”

“**Teen employment is path dependent** – that is, that recent employment history is strongly associated with current employment.”

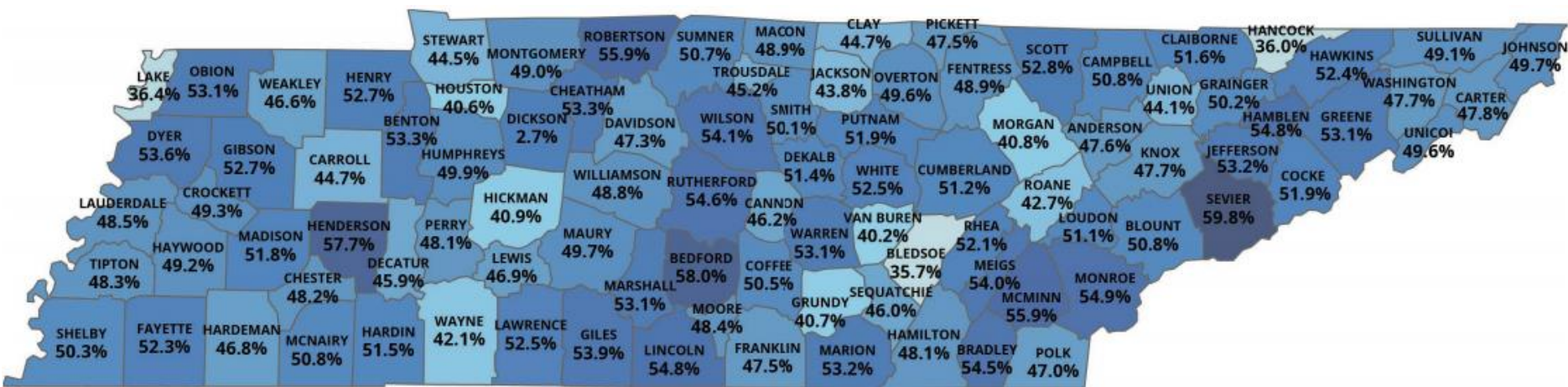
-The Brookings Institution, March 2014



Teens with work history in the previous year	Percent higher chance of employment than peers
Worked 1-13 weeks	33%
Worked 20-26 weeks	59%
Worked 40+ weeks	86%

Workforce Disruption Index

1.4 Million (50%) of Tennessee's current jobs have a high probability of automation.



The map above shows the percent of jobs that are vulnerable to automation in each county.

Occupation groups with greatest share of vulnerable jobs: 1) Food preparation and serving occupations—91.8% of TN jobs are vulnerable 2) Sales occupations—76.8% 3) Production occupations—76.3% 4) Transportation and material moving occupations—73.2% 5) Office and administrative support occupations—66.0% 6) Construction and extraction 62.9%

Lower-wage occupations are more vulnerable to replacement by automation: The average hourly wage of jobs with a high probability (70 percent or higher) of automation is \$14.56, five dollars lower than the average hourly wage for all jobs.

Work-based learning

- Companies are struggling to find the talent they need because the labor market is competitive.
- Work experience puts students on a strong path for postsecondary education and careers.
- Employability skills provide students the ability to grow and adapt to an evolving workplace over their lifetime.

Strong work-based learning programs

- guide students **intentionally** toward industry certifications, postsecondary education, and careers,
- provide **equitable access** to students regardless of economic status or disability,
- consider regional **employment trends** to connect students with opportunity, and
- carefully select capstone WBL course offerings to **support students** on their way to industry certification.

The logo for Tennessee, featuring the letters "TN" in white, bold, serif font centered within a red square. Below the square is a thin dark blue horizontal bar.

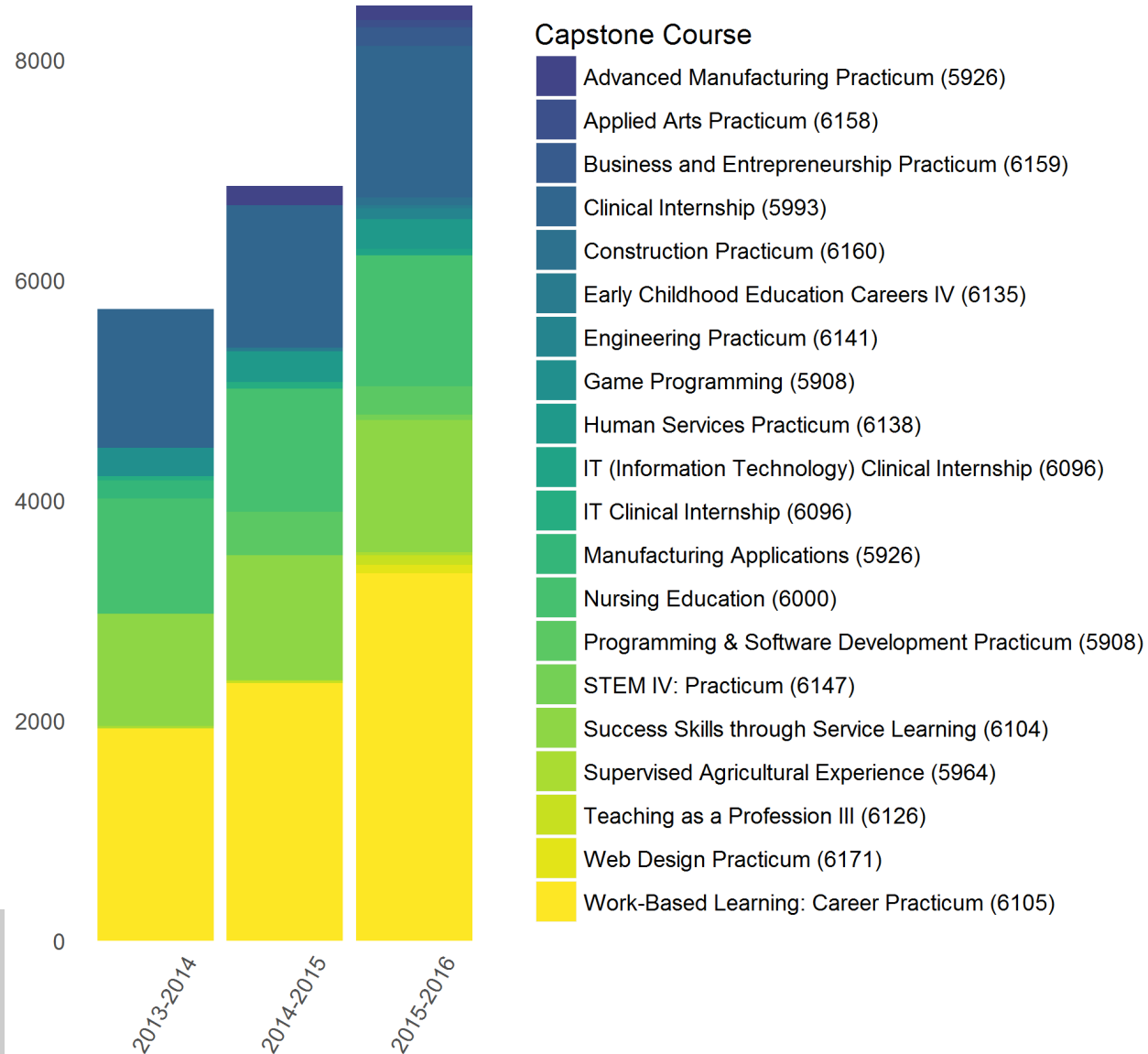
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WBL District Data Profiles

CTE capstone WBL offerings and enrollment have grown steadily in recent years

- The number of CTE capstone WBL course offerings has grown from:
 - 8 in 2013-14
 - 11 in 2014-15
 - 18 in 2015-16
- The WBL Framework and new WBL standards are reflected in 2015-16.



Enrollment in CTE WBL capstone courses, 2013-14 through 2015-16

Using your data profile, review the *Reflection Questions*.
Capture your thoughts and takeaways in the *Notes* section.

- Does my district offer a **sustainable** number of capstone WBL options? Which courses do I want to **expand**? Does my district need to **shrink** our offerings to focus in on specific areas of need?
- Are the capstone WBL courses my district offers moving students toward department-promoted **industry certifications**?
- How has the updated Career Practicum course impacted how I serve **students** in capstone WBL courses?

Enrollment is growing fastest among CTE concentrators

- Enrollment is growing for CTE concentrators and non-CTE concentrators
- There are significant differences between districts

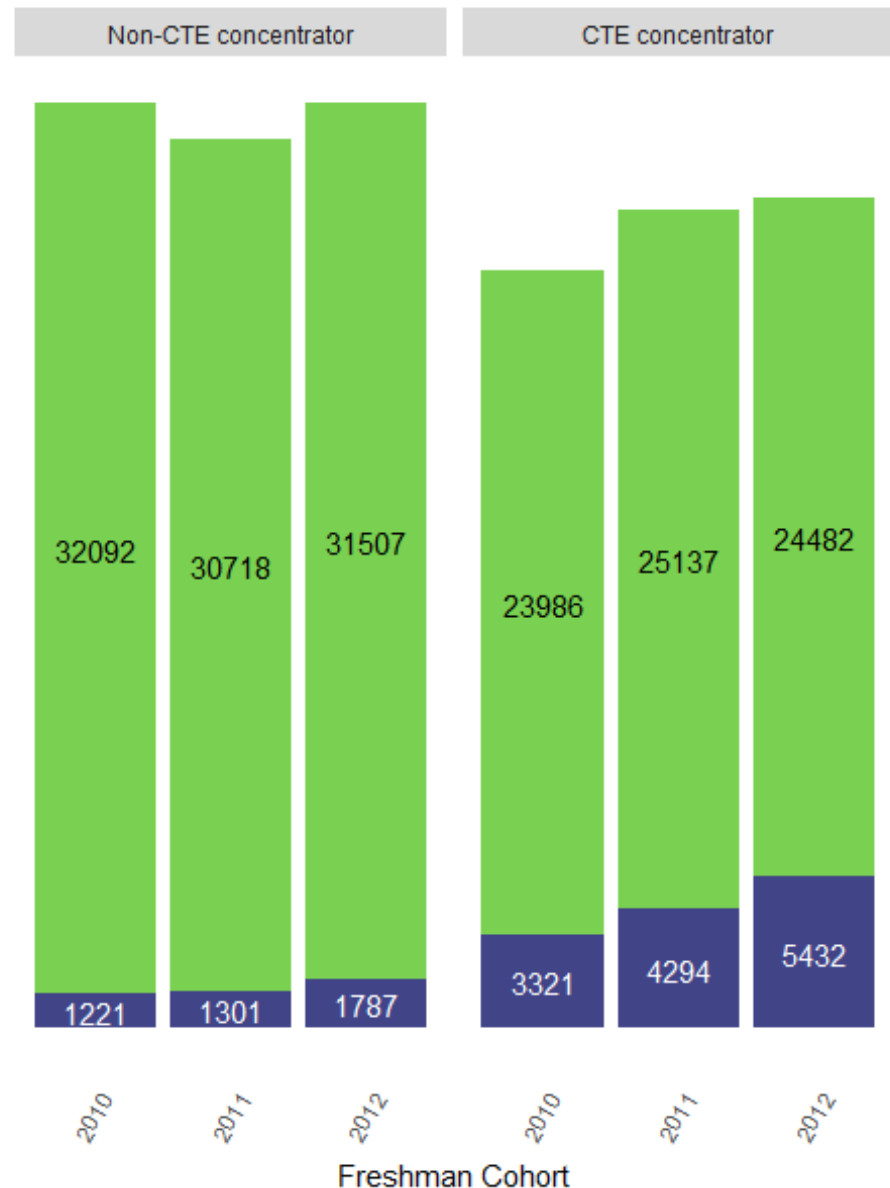
WBL



Did not enroll

Enrolled in WBL capstone

Students enrolled in CTE WBL capstone courses



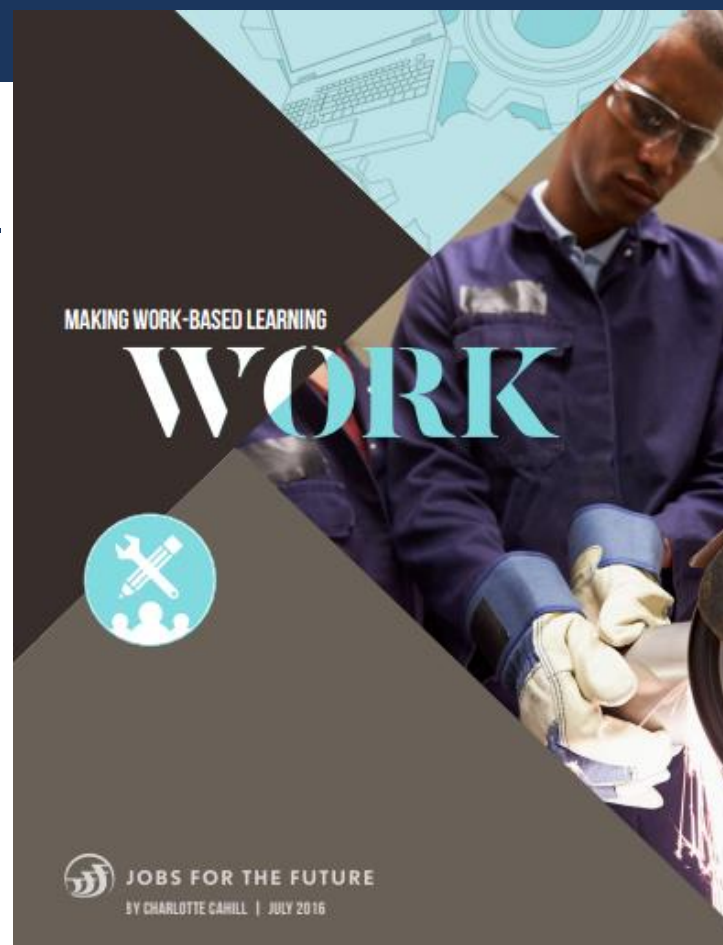
Students enrolled in CTE WBL capstone courses by CTE concentrator status

Using your data profile, review the *Reflection Questions*. Capture your thoughts and takeaways in the *Notes* section.

- How has the number of **non-concentrators** enrolled in capstone WBL changed over time? Do you notice a change in the 2012 cohort?
- How has the number of **CTE concentrators** enrolled in capstone WBL changed over time? Do you notice a change in the 2012 cohort?
- Is there a **significant difference** in your district between who accesses WBL capstone experiences? Why do you think that might be?
- What is a realistic goal for the **percent of students** you'd like to serve through capstone WBL experiences? What next steps might you take?

Equitable access matters

“A lack of **equitable access** to work-based learning limits the **career prospects and economic mobility** of millions of youth and adults. It also prevents them from becoming part of the **pipeline of skilled workers** employers need to help spur local, state, and national economic growth.”



Cahill, C. Making Work-Based Learning Work, Jobs for the Future, July 2016.

<http://www.jff.org/sites/default/files/publications/materials/WBL%20Principles%20Paper%20062416.pdf>

WBL Leads to Economic Mobility

“**Uneven access** to work-based learning threatens to curtail the **economic mobility** and **career prospects** of low-income and low-skilled individuals...”

but

“embedding work-based learning in **programs of study** helps promote **equitable access** for all students enrolled in the program, not just those with the personal relationships and social capital needed to access existing opportunities on their own.”

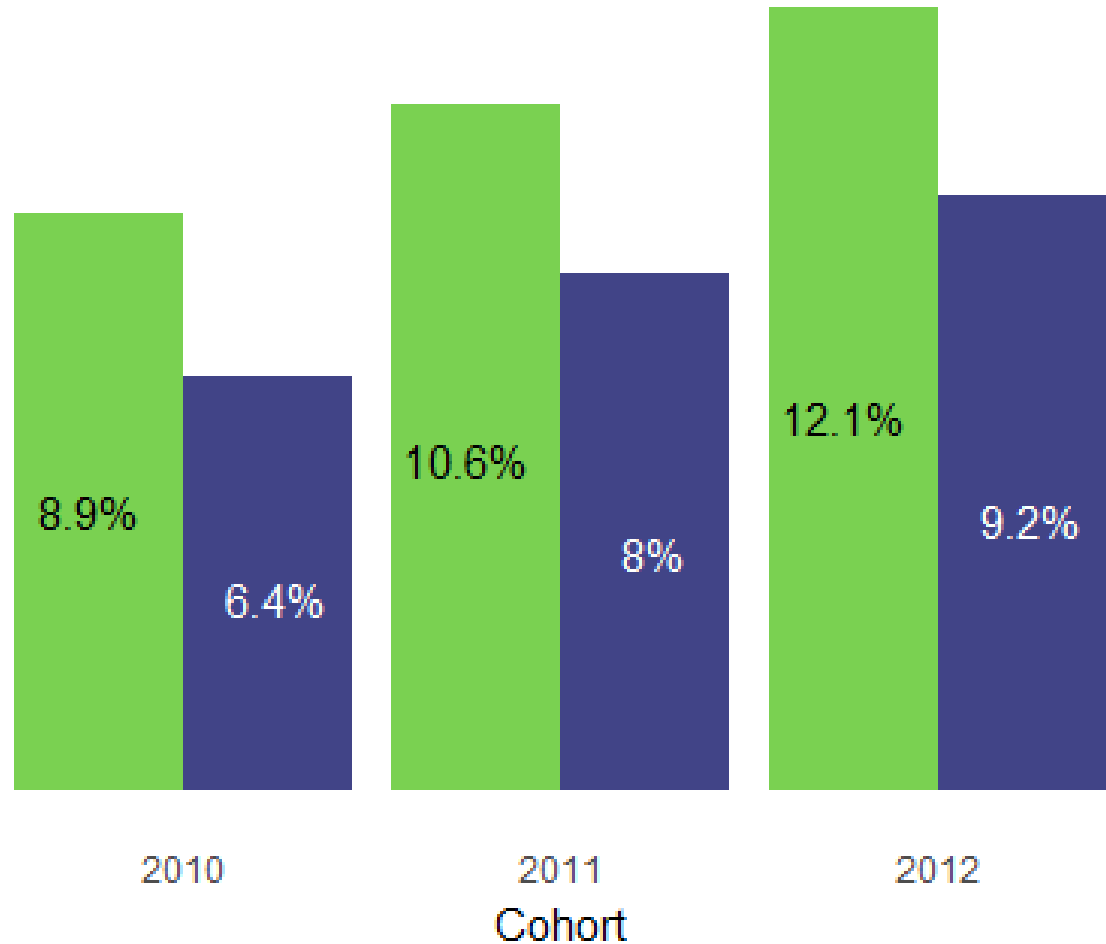
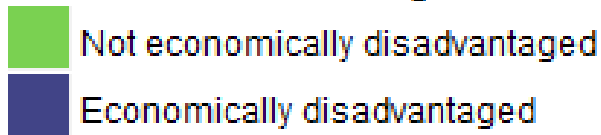
Cahill, C. Making Work-Based Learning Work, Jobs for the Future, July 2016.

<http://www.jff.org/sites/default/files/publications/materials/WBL%20Principles%20Paper%20062416.pdf>

Nationally, inequities exist for the economically disadvantaged

- If percentages were even, regardless of a student's economic status, they'd have an equal chance of participating
- The gap has widened slightly over time

Economic Disadvantage



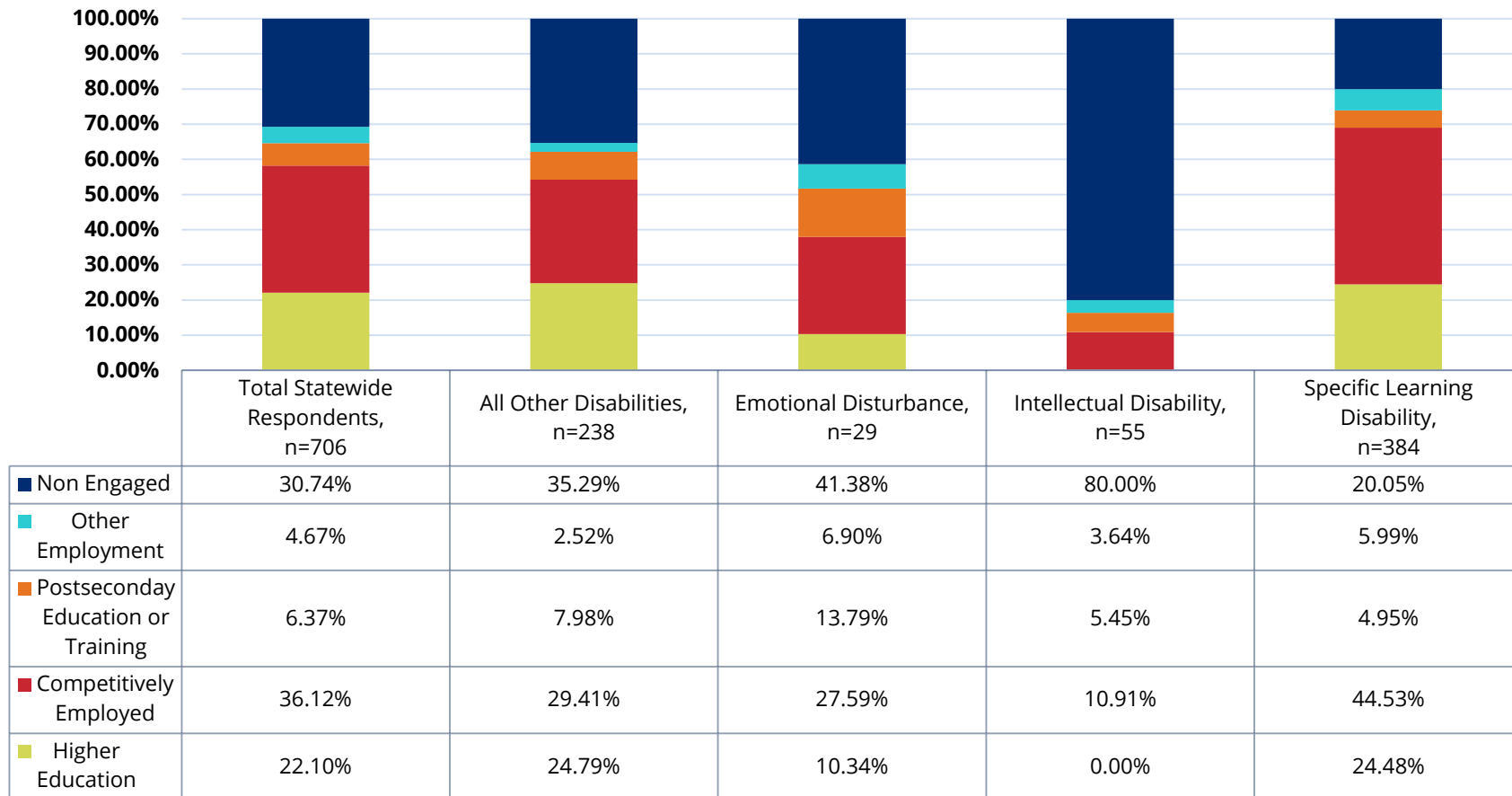
Percent of students enrolled in CTE capstone WBL courses by Economic Disadvantage

Using your data profile, review the *Reflection Questions*. Capture your thoughts and takeaways in the *Notes* section.

- Is there a **significant difference** in your district between those who are economically disadvantaged and those who are not? Why might that be?
- If you have a gap, is it **widening or getting smaller**?
- How would you like to see this graph **change** in the future? What **strategies** can you think of that might help you make strides in that direction?

Everyone benefits from work experience: post-school outcomes

**Tennessee IDEA Part B APR Indicator 14: Post-School Outcomes
2013-14 School Year Exiters - By Disability**



Inequities exist for students with disabilities

- Students without disabilities are accessing CTE capstone courses at a consistently higher rate.
- While both groups are growing, students without disabilities grew much faster in the 2012 cohort.

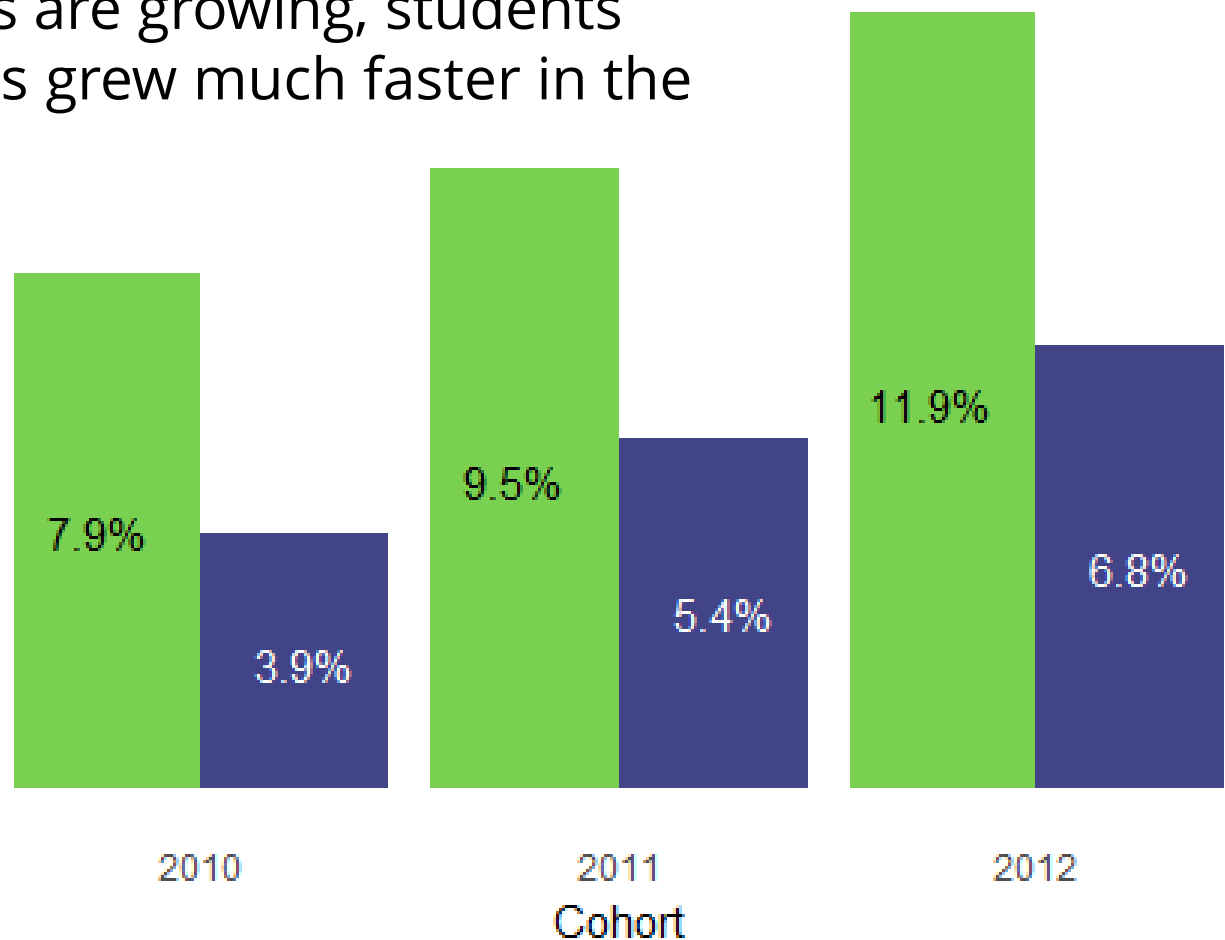
Special Education



Not in special education



Special education



Percent of students enrolled in CTE capstone WBL courses by Special Education status

Using your data profile, review the *Reflection Questions*. Capture your thoughts and takeaways in the *Notes* section.

- What do you notice about **student access** to CTE capstone WBL experiences based on this data?
- Building a strong **WBL coordinator team** within your district will help your district serve all students. Does your district have a SPED WBL coordinator? If so, how strong is their **collaboration** with other WBL coordinators in your district?
- What **barriers may exist** that prevent students with disabilities from participating?
- What steps can you take to ensure that **all students** have opportunities for capstone WBL experiences in your district?

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PREVIEW
WBL Student Placement
Portal: Phases I and II

WBL Student Placement Portal



Department of
Education

Work-Based
Learning

wbl.TNedu.gov

Need an account?

CREATE ACCOUNT

Release in CCR this Friday, Feb. 17

Work-Based Learning

Work-based learning (WBL) allows students to develop employability skills in a workplace environment to prepare for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences.

Personalized Learning Plan

Personalized Learning Plans (PLPs) are required because they guide and track intentional learning through goal-setting, employability skill development, and tracking placements aligned to a student's area of elective focus. This portal is the first phase in a redesign process to improve the PLP for capstone WBL student placements.

Sign In

Login ID

Password

Sign in

Timeline

Timeline for WBL Student Placement Portal Reporting

Student profile and placement information should be entered as early as possible in the term and maintained for accuracy throughout the year. The dates below indicate when all information must be entered accurately and completely.

March 10, 2017 – Information for students enrolled in fall WBL courses is complete

April 14, 2017 – Information for students enrolled in spring courses or year-long courses is complete in the Portal and students have completed Exit Surveys

May 11, 2017 – Deadline to verify all final student profile and placement information

Instructions

Instructions and WBL Reporting Requirements

Instructions are provided in the [Step-by-Step Guide to the WBL Student Placement Portal](#).

For more information about WBL reporting, please see the [WBL Reporting Requirements document online](#).

Prior to creating a student profile, collect the following information:

1. Student's PLP packet
2. Student's State Student ID Number
3. School District Number for Active Public Districts



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork